

Activities for Food

Rotate a Plate

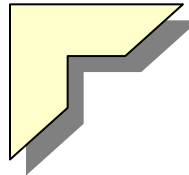
Prior to the activity, the teacher creates 12 paper plate visuals. Each plate will have 2 foods drawn on them (or visuals of the foods pasted on the plates). On each of the plates, one of the foods will have a line drawn through it, indicating “*No me gusta*” (I don’t like it).

The teacher places six of the plates on the board. The class is divided into two teams. One student from each team comes up to the front to represent his/her team. The teacher calls out a “like/dislike” statement that refers to one of the six plates. The student who points to the correct plate first earns a point for his/her team. Continue rotating in new plates until all students have had a turn.



Esquinas

The teacher hangs four to eight pictures of the food vocabulary. The teacher or a student hides his/her eyes and counts to 10. The rest of the class moves quietly to one of the food pictures. The teacher or student keeps his/her eyes closed and calls out the name of one of the foods. All students at that location must sit down and the game continues until one student remains.



What’s in the Bag?

I also like to place many foods in a bag. The students sit in a circle. I grab something from the bag and then say, “Yo tengo...(una manzana).” (I have an apple.) Then next student grabs something from the bag and says, “Usted tiene una manzana y yo tengo...(una bolsa de frijoles)” (You have an apple and I have a bag of beans.) This continues until all have something. I always use some of the same foods so they use the nosotros (we) form...“Ella tiene (She has)...El tiene (He has)...Tú y yo tenemos (You and I have)...Uds. tienen (You all have)..., etc. Many variations of this could be used.



Food Trivia

I like to share interesting facts about food in the target language. I also use these facts for trivia.



Look for a Picture---

I collect and pass out food magazines. Each student gets a magazine. I say..."Busca una foto de una niña comiendo una manzana." (Look for a picture of a little girl eating an apple.) The first student to find a picture of this gets a point, a tootsie roll, etc. "Busca una foto de una hamburguesa con queso." (Look for a picture of a hamburger with cheese.) "Busca una foto de alguien que está bebiendo limonada." (Look for a picture of someone drinking lemonade.)



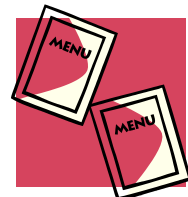
Let's Talk About It!

Buy plastic inexpensive food. You can hold it up and talk about it. The students can touch it, and it comes in handy later when doing skits.



Create Your Menu

Students like to create their own menus. Search on-line for authentic restaurants in Spanish-speaking countries (search out 5). Give the students an allowance of what they can spend and allow them to record the foods they picked. (They may have to even figure out a tip and tax). When they are done, they can look up any foods they were uncertain of at the time. Would they like what they ordered? Reflect and certainly expand on this: talk about the appearances of the restaurants (if there were photos), was there music, were there specials, location etc.



Make That Recipe

We translate recipes. There is a simple recipe to make banana smoothies. We then divide up the ingredients so everyone must bring a part so we can make them in class.



Recycle

We talk about recycling and returning of bottles. I talk about how in parts of Central America that you have to pay for the bottle too or they will pour it in a plastic bag and put a straw in it so that you can take it out of the store without having to pay for the bottle. Otherwise, you pay extra and can return the bottle and get your deposit for the bottle back. Therefore, after discussing this I have my students pour their soda (water for school purposes) in plastic sandwich bags and drink out of them. They think that it is a lot of fun.



Food Person

Create a food person using different foods for the various body parts. Students need to label the body parts and types of food. They then need to write a story in the target language answering the following questions:

1. Where is he/she from?
2. What is his/her favorite color?
3. How old is he/she?
4. What is his/her telephone number?
5. When is his/her birthday?
6. Does he/she speak the target language at home?
7. What is his/her favorite day and why?
8. What is his/her favorite weather?
9. Who is in his /her family?
10. What does he/she like to do?

More information can be required or made more difficult depending on the level of the students.



Food Person (Rubric)

Name _____

_____ Sentences

_____ 10 sentences (5)

_____ 2nd year level (5)

_____ grammatically correct (10)

_____ Person

_____ 10 food/body (5)

_____ labeled English and target language (5)

_____ person (creative and well done)(10)

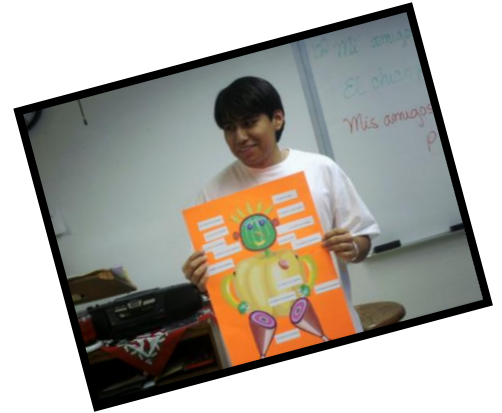
_____ Presentation

_____ memorized (10)

_____ few notes (8)

_____ read (6)

_____ Total points

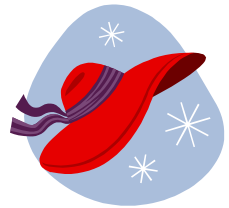


Foods We Like

In a Venn Diagram, students list the foods each one likes, and then where the diagram intersects they list the foods both of them like.

Maria's Hat

Give the student a copy of Maria's hat. The students are going to draw what you say on the hat. For example, you might want to make this a tropical fruit hat. You might say, "El sombrero de María tiene dos piñas." (Maria's hat has two pineapples.) "El sombrero de María tiene diez cerezas." (Maria's hat has ten cherries.) You can also have the students draw what is on María's hat using colors. For example, "El sombrero de María tiene tres manzanas rojas." (Maria's hat has three red apples.) You can put anything on Maria's hat --- be creative!



Alphabet Race

Students are divided into small groups and given the letters of the alphabet. They are given a specified amount of time. During that time, they try to see how many foods they can write beginning with each letter of the alphabet. The team that has the most foods wins.

